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ABSTRACT

The Elkhart Career Education Planning Program (ELCEP), a K-12 component of Indiana's career education effort, and its first three years of operation are described in the document. A general discussion of the definition of career education, program goals, administration, funding, and facilities provides background material on the program. Several projects are discussed, including: a model school; the development of a graduate course in the techniques of career education, in conjunction with Indiana University at South Bend; the screening of commercial products for applicability to the program; the development of the ELCEP library and mobile unit; recruitment of teachers for career education courses; and, consultation services and information on career education for the Elkhart school district. Administrative offices are housed at the Elkhart Area Career Center, and facilities enable field trips, workshops, the graduate course, and the resource library to be available to community schools. School projects developed by teachers in conjunction with ELCEP are discussed, and future goals cited for career education development. Suggestions for interviewing a resource person and a field trip check list are included. (LH)

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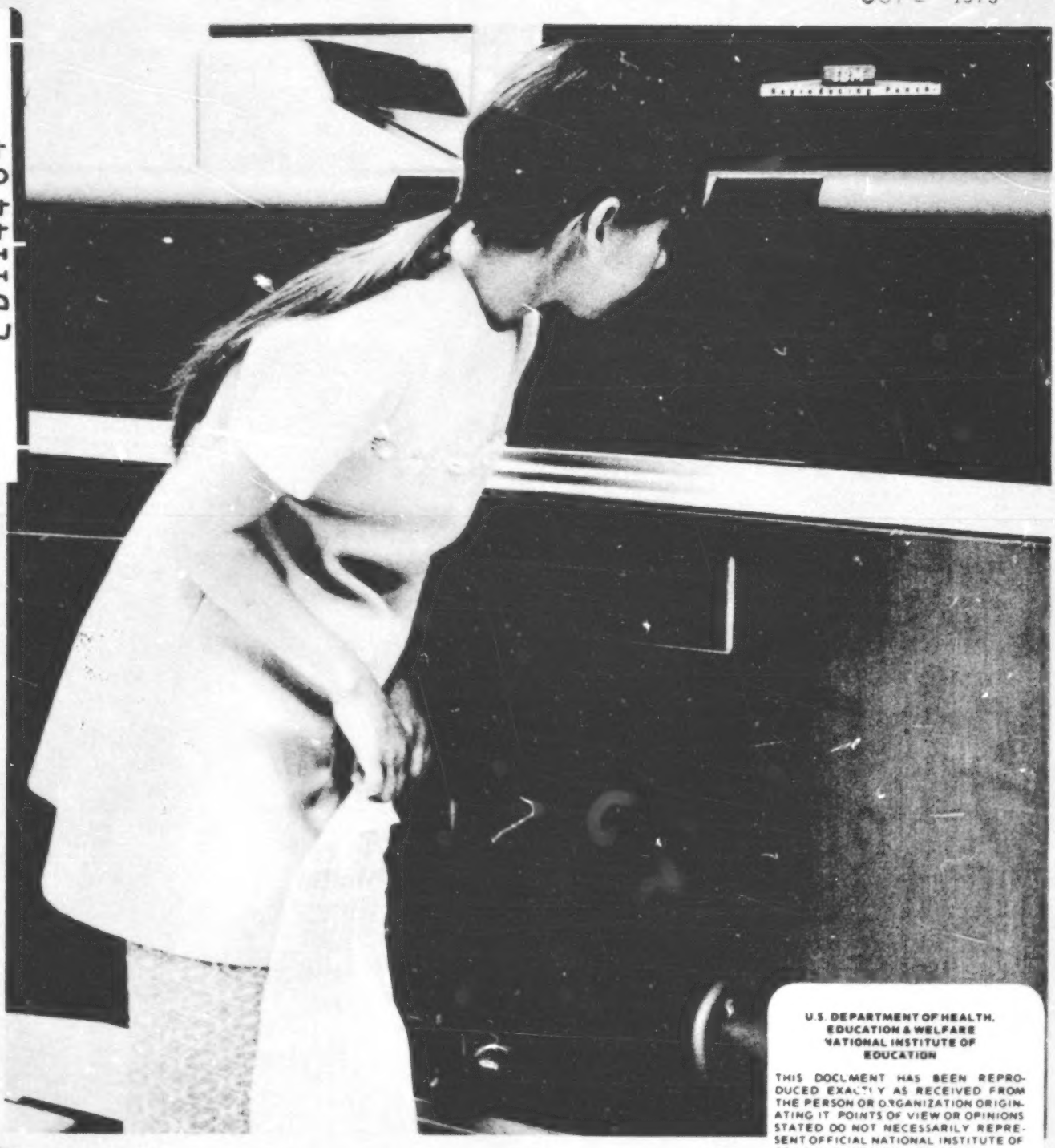

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WHAT'S IN A NAME?

Elkhart Career Education

Elkhart Career Education Planning

ELCEP is a K-12 Component of Indiana's Career Education Effort. Funding and direction by Indiana Vocational Board.

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Sponsored by
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What's in a Name?

- **Career Education**
- **Relevancy**
- **Options**
- **Adaptability**
- **Educational Reform**
- **Comprehensive Education**
- **Work Ethic**
- **Academic and Vocational Intergration**
- **Alternate Learning Strategies**
- **Hands-On Experiences**
- **Innovation**
- **Accountability**
- **Infusion**
- **Implementation**
- **World of Work**
- **Motivation**
- **Survival Skills**

Such phrases and labels have become commonplace in discussions about Career Education that take place throughout the country. And here, in Elkhart, Indiana, the words are bandied about, too, but not as idle rhetorical exercises. Rather, discussion about career education—as a term, as a concept, and as a program—include the many phrases and labels above because they often help delineate and define Career Education.

What is "Career Education?" The answer to that question cannot be given in absolutes. A definition is evolving. Determining the "what" of career education has been and is a developmental process not only here but nationwide. In the Elkhart School community that process began officially in 1972 when the school corporation received a grant for $100,000 from the State Vocational Board to establish and implement a program which became known as Elkhart Career Education Planning (ELCEP) with a staff of 2 coordinators and a director.

Actually, one could trace the beginnings of ELCEP to the rationale behind the grant: Responding to a call heard in Indiana and across the land for educational reform. In a 1975 policy paper on career education, the U.S. Office of Education pointed out that the cry for educational reform has come from many sources which include students, parents, women's groups, industry, labor, minorities, and the disadvantaged. These and many other groups are expressing dissatisfaction with American education as it currently exists.

Some major concerns are:

- A deficiency in the school's ability to teach basic academic skills required for adapting to today's rapidly changing society.
- A failure to relate what students are asked to learn in schools to what these same students will do when they leave the educational system.
- A failure to meet the educational needs of a vast majority of students who do not choose to go to college, emphasizing instead preparatory courses for the minority who plan to go to college.
- Students who leave the system lacking skills in self-understanding and decision-making, with inadequate work skills and negative work attitudes.
- Insufficient attention to learning opportunities outside the formal education structure.
- An increasing gap between the community and the educational system; the general public has little to say about the formulation of educational policy.

With these and other dissatisfactions in mind, the administrators of the ELCEP program agreed at the initial stage on a basic premise: "A program must build on the experiences of teachers and administrators...and Career Education must move from theory to practical application."

In order to begin communicating with teachers and administrators, an early Career Education defining statement was prepared which incorporated some of the goals of the program. In part, it reads:

> "The Career Education Program in the Elkhart Community Schools will be an attempt to help the student prepare for the future in a meaningful way, make developmental decisions based on a sound understanding of careers and their various rewards, necessary education and training needed for a career goal, and most importantly, reap those personal satisfactions which come from seeing one's interests and abilities develop in terms of work and adult responsibilities.
>
> Career Education is not a new course added to the curriculum. Rather, it is an instructional *emphasis* that relates courses, experiences and personal skill development to the career development process. The total program will aid students to view their education as central to the important task each will face—*entering society as an earner and as one who has the ability to cope.*"

The broadly-phrased goals which go along with this definition have two parts:

I. To develop a career conscious faculty who will...
...interpret the present curriculum in a more meaningful manner, showing the direct relationships of specific school subjects to an individual's career development;
...strive to develop in students an awareness of their worth as effective and productive individuals;
...work to enable the students to examine their motives for decision-making;
...include the community in the development of their instructional activities.

II. To develop career conscious students who will be...
...aware of career options;
...equipped to examine their motives for career plans/choices;
...able to excerise specific decision-making skills;
...comfortable with their career progress.

Many of these same goals have been spelled out by the U.S. Office of Education. But the U.S. Office has not issued specific directives for the way career education should be developed, nor has the governmental department created an unalterable, static statement about Career Education. Instead, Kenneth Hoyt, recognized expert on the subject and Director of the Office of Career Education, Office of Education, has recently presented a generic definition of career education.

He states that this definition must "obviously be derived from definitions of the words **career** and **education**" which are as follows: *Career*, the totality of work one does in his or her lifetime; *Education*, the totality of experiences through which one learns.

Career Education, then, according to Hoyt, "is a developmental concept that begins in the very early years and continues well into retirement...a totality of experiences which one learns about and prepares to engage in work as part of her or his way of living."

This generic definition is purposely broad and encompassing in nature, Hoyt says, and "at the same time it is intended to be considerably less than all of life or one's reasons for living." He adds that career education is a response to a call for educational reform but widespread application to all of American education has not yet taken place. "If successful efforts in this direction can now be made, the results," Hoyt predicts, "should be complete integration of career education concepts into the total fabric of all American education."

Once again, the question arises: "What are the concepts of Career Education?" In Elkhart, the career education position has several facets. One is that choosing an occupation is a process (*not* a one-time event usually staged at high school graduation) which extends through the critical years of six to 21, and beyond to retirement. ELCEP recognizes that an occupational choice should be a satisfactory compromise between personal needs and occupational realities. Usually, such a choice occurs at more than one point in a person's career development.

The ELCEP position also recognizes the need for relevant curriculum and extra curriculum experiences, using local examples, where possible, to teach abstract concepts. *No* suggestion is made to add to or replace any courses in today's schools. Neither is there an emphasis on early career choices and specialization. Skill development and behavior modifications are stressed for more than one purpose—they are *not* means to a job only.

ELCEP recognizes there is a direct relationship between the skills and behaviors that enhance career development and the skills and behaviors that result in maximum growth within a relevant curriculum. The planning staff holds the conviction that a school district using career education as a core (around which it builds its curriculum) can accomplish all current matters of concern: Human growth and development, reading, value clarification, and so forth. At the same time, students at all levels will be more comfortable and better motivated if they know where they are going and what the educational system can contribute toward attaining their goals.

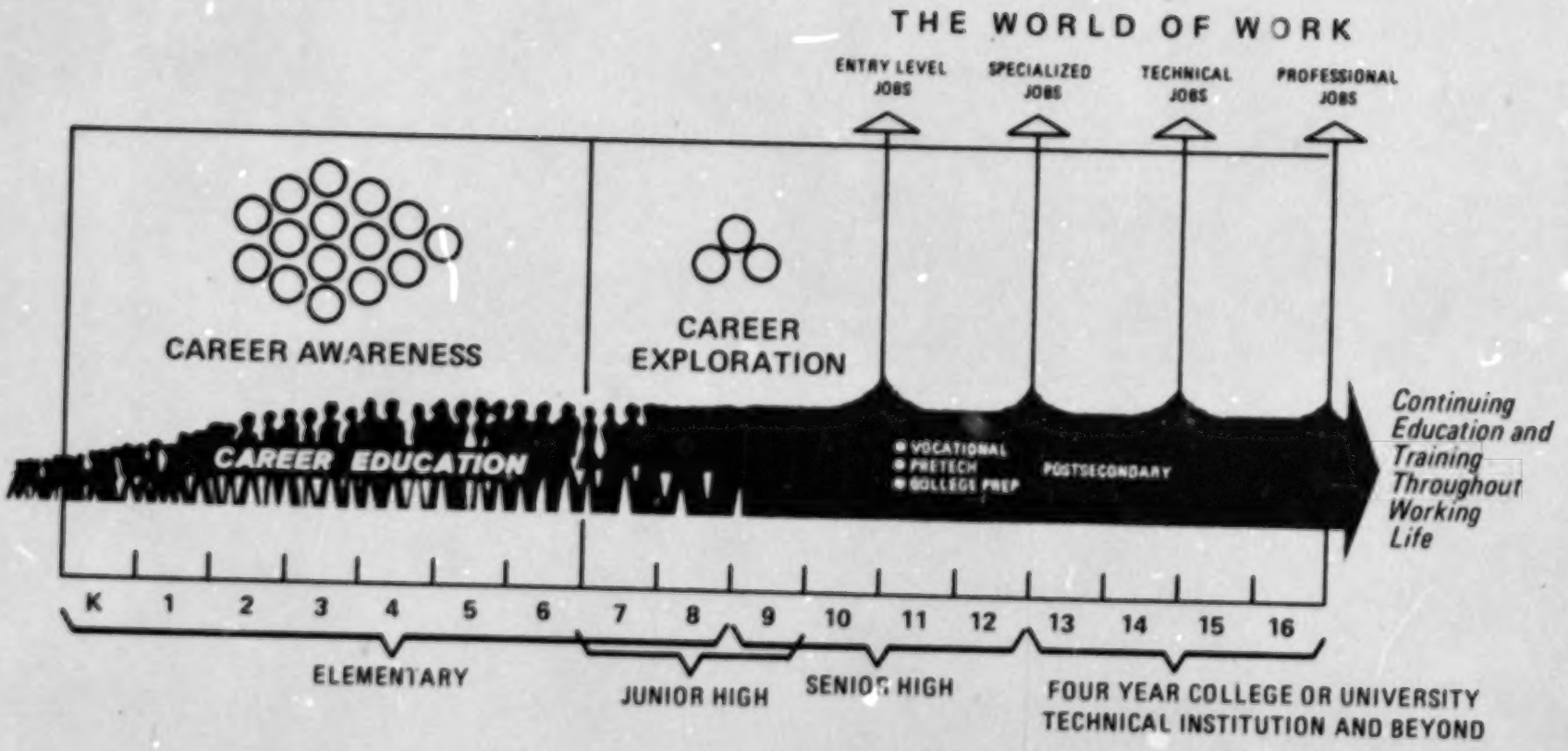
"Suddenly we realize that the education we afford our children has not been balanced enough or comprehensive enough to meet their individual needs. In some cases we have emphasized learning for its own sake at the expense of providing our young with marketable abilities. The anxieties so evident in our post industrial culture make it evident that we have not learned too well how to live–or at least to cope gracefully. And few of us, especially the young, get many chances to work with others different from ourselves on many common tasks. These circumstances have often led to conflict and social waste."—Rex Hagans, Director Career Center Education Program, Portland, Oregon.

"We have to deal with a shift from an information-poor and experience-rich society 50 years ago to an information-rich and experience-poor society today."—Dale Parnell, Superintendent of Public Instruction, State of Oregon.

"One of the most critical problems faced by the youth of today is the transition from school to employment."—Wilma O. McCrury, Job Placement Services, Harlandale School District, San Antonio, Texas.

"Career education should eliminate the artificial separation between things academic and things vocational. Educators must be bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses–whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or age 60 as a newly trained practical nurse."—Dr. Sidney P. Marland, Jr., former U. S. Commissioner of Education.

An Example of a ***CAREER EDUCATION*** Model



What's in a Design?

Working with instructional staff, ELCEP coordinators are aware that some educators have been involved in "career education" throughout most of their teaching lives. Certainly, conscientious teachers apply theory, use concrete examples to illustrate abstract points, and often innovate to provide more meaningful learning experiences for students—all career education concepts. Yet, there is always room for new ideas, and one function of the ELCEP staff is to inform teachers and administrators about new career education insights which can be applied in the classroom.

A major ELCEP staff job is to create a variety of techniques to implement career education (including ways to present career education concepts to teachers who have never been exposed to these ideas) within the Elkhart school system. The methods designed are based on the rationale that no curriculum component in the K-12 system is without opportunites for career education activities and such activities will facilitate student growth and development. ELCEP believes "line educators" are best able to attack local school challenges, and they will be rewarded for the extra effort required to develop career education activities by increased student interest and motivation.

The ELCEP "Implementation Design" has gone through its own evolution. An important beginning step was to establish the administrative office in a modern vocational-technical school called the Elkhart Area Career Center, where 28 course offerings are career oriented and where many opportunities exist for career exposure and exploration. For example, teachers often plan field trips to the Center to enhance regular classroom studies and to give students a chance to observe the way classroom learning experiences and academic skills are applied to manipulative and technical jobs.

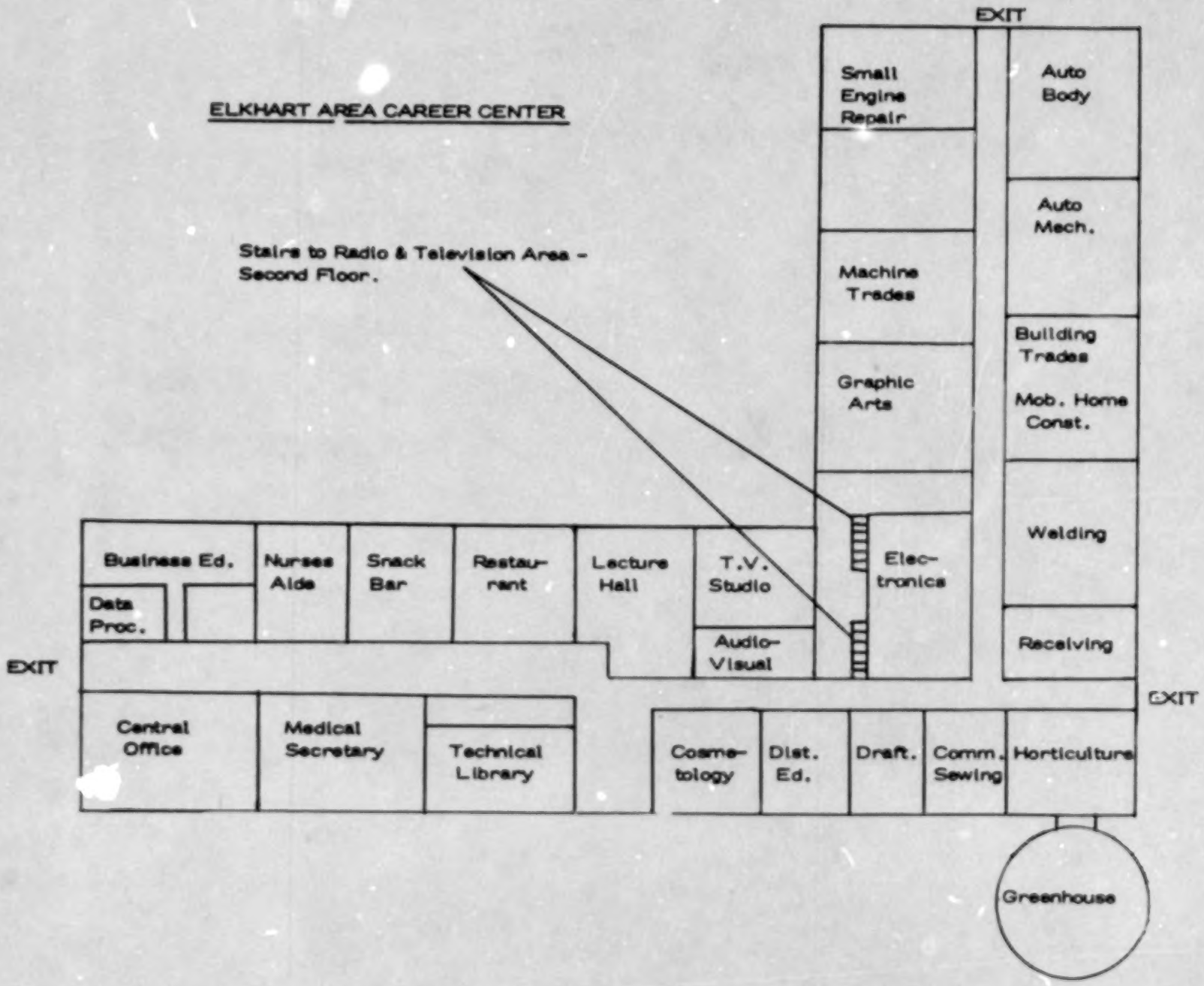
On the basis of recommendations from national and state Career Education specialists, ELCEP staff members then set out to develop a K-12 model for career education, using two elementary schools, one middle school and a senior high school which were thought to represent a cross-section of the Elkhart school population. The staff attempted to develop a total career education model in each of the buildings. An advisory committee made up of educators and lay people directed the operation with the ELCEP staff members serving as coordinators-administrators. Some in-service programs and short term conferences were held during the year for approximately 200 teachers in the model school experiment. Most sessions were within buildings rather than a full conference of the total group.

At the end of the year, an evaluation was made by an independent research team, as required by the State Department of Public Instruction. The Evaluation included specific surveys and collection of data. The main objectives were to determine student self-concepts (both positive and negative) and their awareness of the world of work.

In the minds of the ELCEP staff, the evaluation could not be expected to show significant changes in students since the main thrust of the Elkhart Career Education Program was to create teacher awareness of career education concepts and to encourage them to design and implement career activities with their students. In spite of the fact that self-concept and awareness of the work world were main objectives of the student activities, the focus was on teacher change, not student change. The student population did not receive a concentrated exposure to career education ideas during their school year. As a result, the evaluation study revealed little difference between the students who participated (via their teacher's orientation) and those who did not participate in the model school experiment. The process of helping teachers see that career education can be a part of their on-going programs was *never* evaluated.

Yet, the evaluation process did help teachers become more aware of career education concepts and goals. Also, the data collected can be used as a point of reference for later evaluations.

Because of the independent study results and because of ELCEP's own assessment of the program, a decision was made to abandon the model school approach, the concensus being: It is almost impossible to establish a sequence of career education experiences given the type of priorities and rigidity in teaching methods that exist in the Elkhart system, or in most any school district today.


ELKHART AREA CAREER CENTER
EXIT
Small Engine Repair
Auto Body
Auto Mech.
Stairs to Radio & Television Area - Second Floor.
Machine Trades
Building Trades
Mob. Home Const.
Graphic Arts
Welding
Business Ed.
Nurses Aide
Snack Bar
Restaurant
Lecture Hall
T.V. Studio
Elec-tronics
Data Proc.
Audio-Visual
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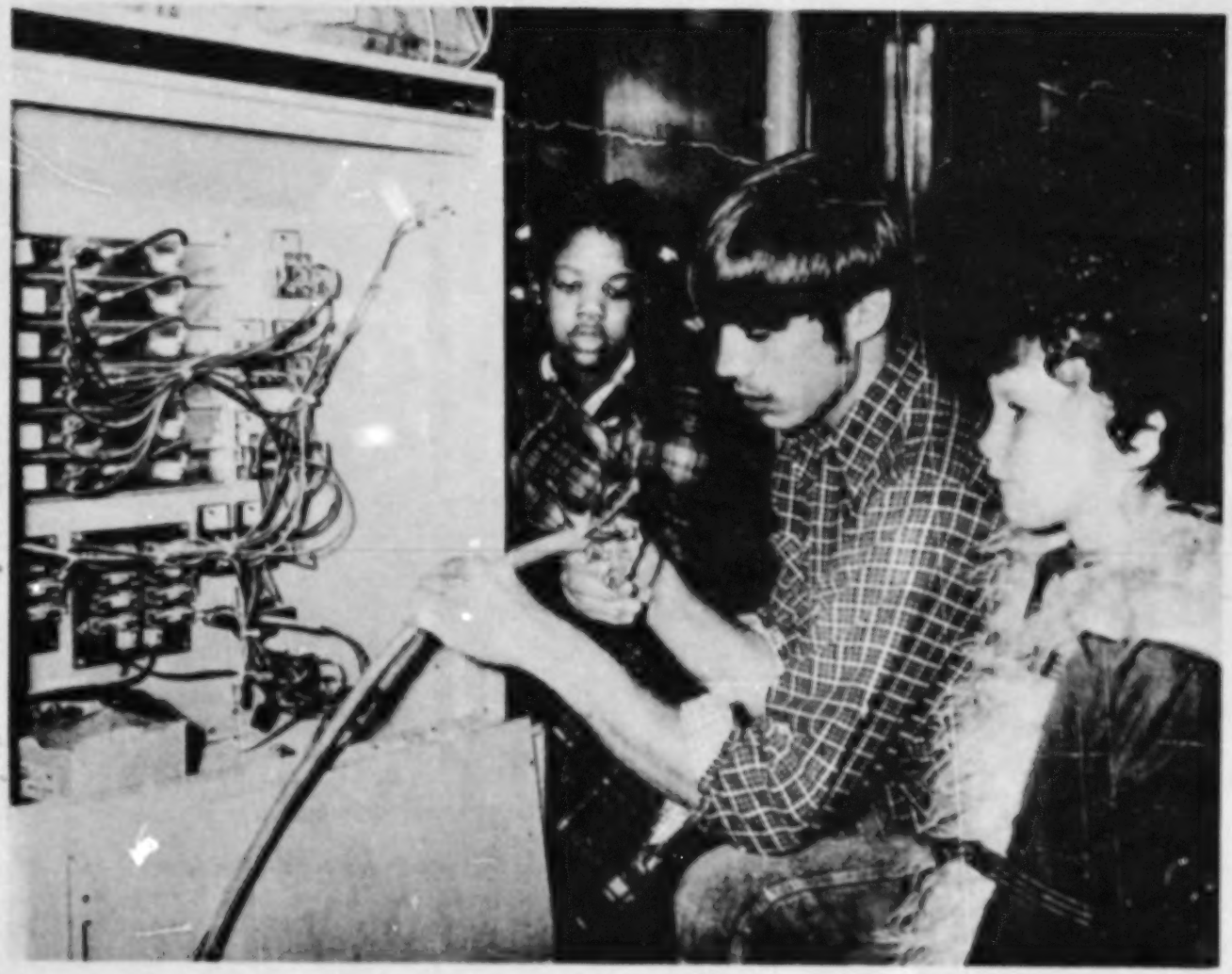
Medical Secretary
Technical Library
Cosmetology
Dist. Ed.
Draft.
Comm. Sewing
Horticulture
Greenhouse



Elementary youngsters observe building trade student from EACC on construction site, and others take part in food preparation in the Center's food services area.

In the second year, an entirely different approach was taken. Model teaching became the goal.

To that end, several strategies have been used. One has been to develop, in conjunction with the Educational Division of Indiana University at South Bend, Indiana, a graduate course in techniques of career education. Held at the Elkhart Area Career Center, the course has been designed to involve teachers and administrators in specific classroom activities at first, rather than begin with theories of career education. With this inductive type approach, the course concludes with a study of writings on basic premises of career education. Personnel from a Career Resource Center located on the campus of Indiana University at South Bend provide a great deal of input to the course. Many commercial multi-media materials for career education are available at the Resource Center and are used by those enrolled in the classes.

Another strategy involves screening commercial products for applicability to Elkhart's career education program. For example, the film series "Bread and Butterflies" was extensively reviewed before a consensus was reached that the series fulfilled producers' claims for an instructional package that relates "in-school learning experiences to the outside community in such a way that it facilitates student career development."

Often guidelines or actual selection of materials are made by state or national career education specialists who do not have knowledge of local needs. Therefore, the ELCEP staff function is to identify materials that may fit the local school situation and select a group of teachers to review and test materials in the field. Teachers make pre and post evaluations on how the materials can be used, whether they are appropriate for their age group and curriculum and whether they would recommend buying the materials for use in the school district.

Of course, not all products in the ELCEP program can be "teacher tested" before purchase, and one other part of the strategy for model teaching is to provide a variety of materials—from filmstrips to games—for use in the ELCEP library at the Career Center or in classrooms and schools on request. With the use of a mobile unit, many supplies can be easily transported to different schools in the district. This reduces shelf time and helps insure use of very expensive multi-media materials. In the future, the unit may become a learning lab on wheels or be used for other types of support services in career education.

Teachers are also encouraged to create their own instructional aids. The range is broad and the outline below was provided for teachers to suggest possible materials and methods:

INSTRUCTIONAL AIDS
FOR CAREER EDUCATION

1. Demonstration with real objects/materials
2. 3-D models—mockups
3. Games—Simulators
4. Sound/slide programs
5. Filmstrip—cassette/record
6. TV—Radio, closed circuit
7. Video and/or audio recorder
8. Film, 16mm. bw/color, sound
9. Film loop, 8mm
10. Filmstrip
11. Slides
12. Overhead transparencies
13. Books, magazines, texts, booklets
14. Pamphlets, brochures, manuals, workbooks
15. Newspapers, cartoons
16. 2-D displays, charts, graphs, posters
17. Drawings, photographs, schematics, maps
18. Opaque projectors
19. Telephone, intercom
20. Interviews
21. Fieldtrips
22. Puppetry
23. Small-group interaction
24. Actual work experiences

At this writing, ELCEP is in its third year of operation and coordinators have been actively recruiting teachers for career education courses and providing consultant services and/or information on career education in the Elkhart school district. ELCEP staff members are also attempting to define the roles of principals and other administrators in career education work. Some effort has been made to motivate administrators to take the lead in developing career education concepts throughout their schools.

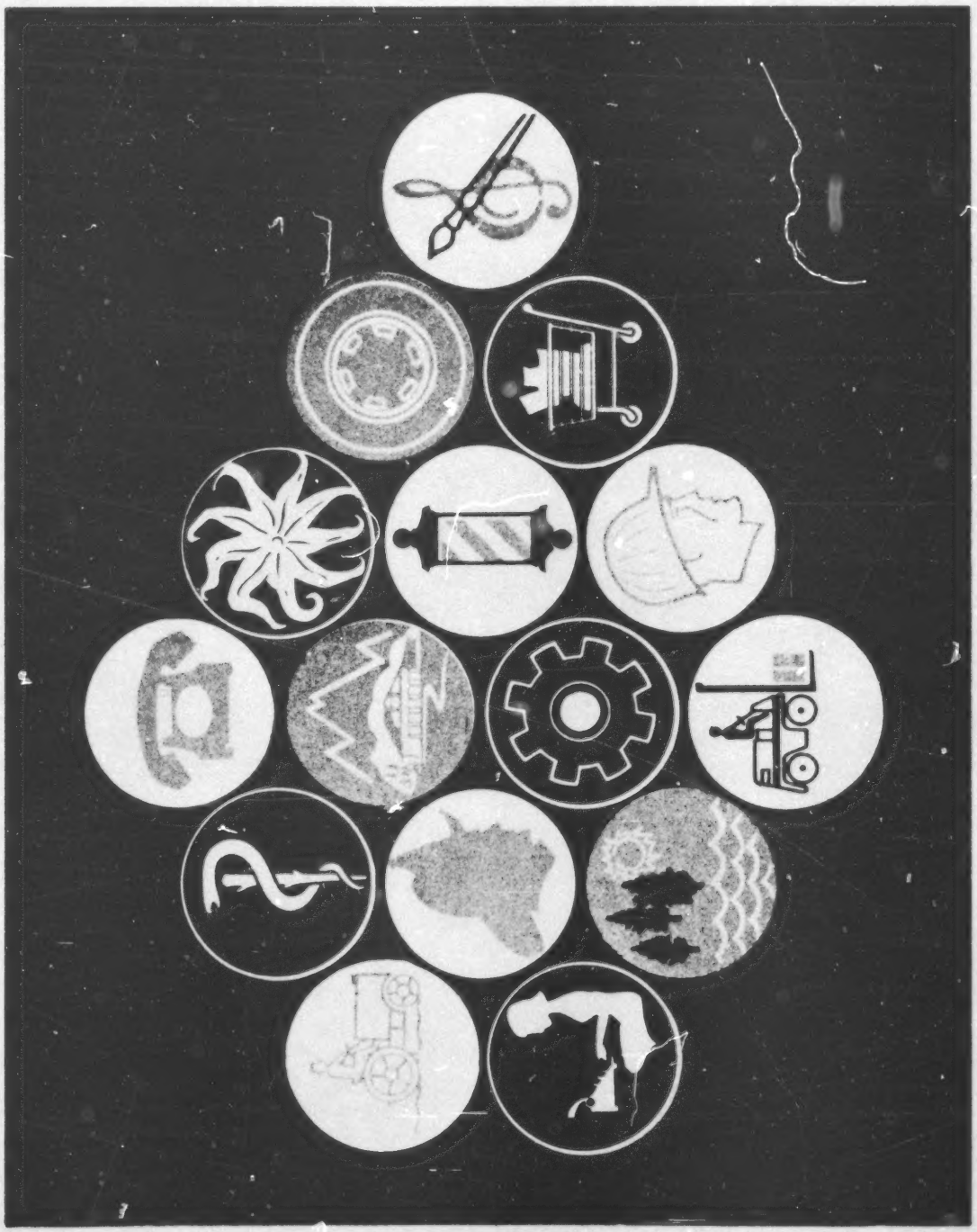
To implement the career education design, ELCEP planners encourage administrators to help analyze and establish some order in the developmental process and set priorities for programs in career education.

One special aspect of the ELCEP "Implementation Design" is to outline steps teachers may take to receive financial and technical assistance in the development of an approved career education activity. A teacher submits to the ELCEP staff a written proposal for an activity or a project that blends career education and some current instructional problem. The proposal is reviewed and then accepted if career education concepts can be applied to help solve the problem in teaching methods. Often, the insights of career education help teachers in their approaches to the learning process.

To summarize the techniques for implementing a career education design in Elkhart, the following types of services are offered to teachers and administrators by ELCEP staff:

1. Aid in career selection and training programs for special education students ages 15 and up.
2. Radio and TV programs on career materials aimed at classroom and home audiences.
3. Consultant services for career education activity development at all levels
4. Released time workshops for teachers.
5. Two-level graduate course in career education with a workshop format.
6. Maintenance of a materials center which includes a catalog of career materials for the Elkhart district, career boxes for elementary school career exploration, and a "cookbook" of career activities
7. Card file of community resource people for class visitations.
8. Guided tours of the Area Career Center in which students actually participate in some technical and vocational tasks.
9. A career education Newsletter for teachers and administrators in the Elkhart district.
10. Aid in the comprehensive use of a film series depicting development of personal skills such as planning and decision-making.

ELCEP's career education materials are often transported from school to school via a mobile unit (below) which will be used for a learning lab on wheels in the future. Those responsible for coordinating Elkhart's career education program in 1974-75 are Carol Wiegner (elementary schools), and Ted Jackson (secondary schools) in the center picture, and at top, Richard Morrison, director.



What's in a Project?

INFUSION **EXPERIENCE**
RELEVANCY **INNOVATION**
are key words used in descriptions of some career education activities/projects in the Elkhart district.

Take the project designed for eighth and ninth graders in an inner city school. These students spent a day learning first hand about the polygraph machine, how finger prints are taken, how a person is tested to determine the amount of alcohol consumed, how a photo composite is made of a suspect in a crime, and what goes on in city and county buildings.

One could shrug off this experience as simply an interesting exposure to police work and the court system. But the field trip for some 30 students was designed to tie in with a remedial reading program based on career education concepts.

Two teachers in the school, working with ELCEP staff, created a reading workbook with these objectives: To increase the reading and comprehension level of students who are four or more years below grade level in basic skills of phonics, word recognition and comprehension, and to provide significant career options. The teachers wrote stories and created exercises based on career clusters (opposite page) that best represented occupations in the Elkhart area. Each story unit, with its accompanying exercises and comprehension checks, was localized to the point where the names of real people and places were used. The two beginning pages of this workbook follow to illustrate how reading skills are taught in a blend of high-interest material and career information.

The workbooks are used one full period each school day with students reading stories and working exercises. The students then visit places that are described in the stories and often talk to the people involved. Fourteen such field trips are scheduled during the school year, not as supplementary activities but as major components of the reading program. Pre and post testing of the students in this project has shown growth in language and reading skills with a range of six months to 3.3 years. The average gain has been 1.5 years per student.

Middle school math teachers are also using career related workbocks that have been reprinted from texts prepared by teachers in a Minneapolis, Minnesota district. Story problems and exercises apply to the real world and units describe such occupations as sales, insurance, clerical, printing, and photography; they show the math skills needed in these jobs.

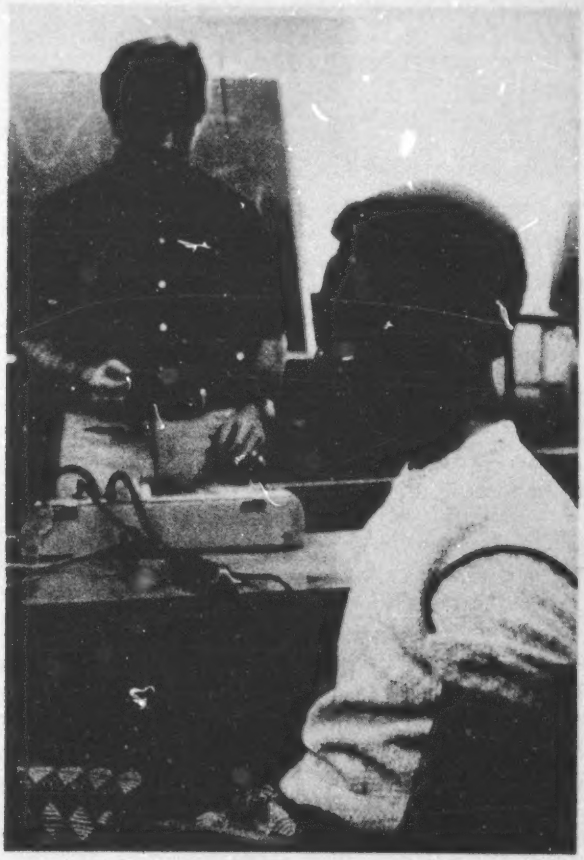
Many forms used in the work world are included so students can complete them or make computations that simulate on-the-job experiences. Examples are car care service orders, credit sales receipts, payroll forms, various catalog order blanks for parts, phone logs, hospital temperature charts, daily time logs for truck drivers, and formulas for camera settings, printing and musical compositions.

While this project is still in the experimental stage for Elkhart, there is a high degree of relevancy in the text material. One major drawback, though, seems to be the reading level of the material. The lack of local content dilutes effectiveness, too. However, the stories and problems can be adapted to the Elkhart community and sentence structure and vocabulary can be modified for slow readers.

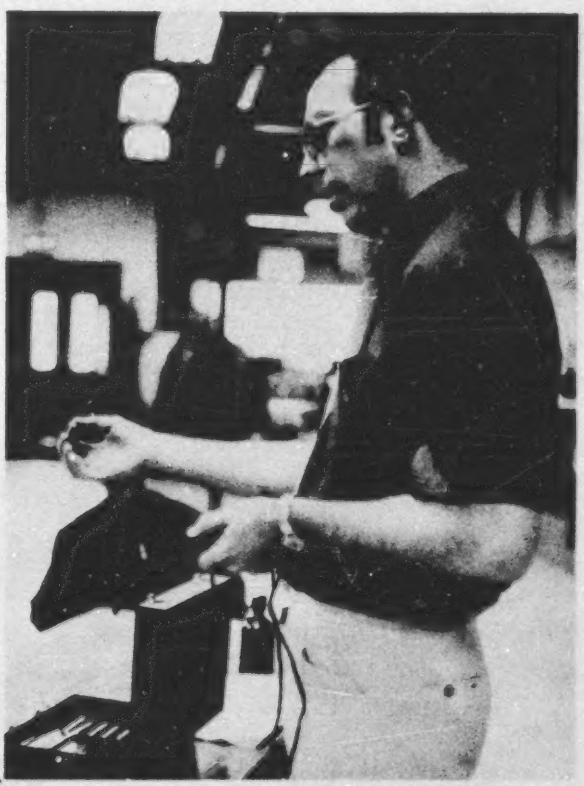
A career related text is just one example of an "infusion project" used in the ELCEP program. The infusion experience for teachers and students in Elkhart is one in which abstractions become concrete through the regular curriculum. Academic skills and concepts (as in math, physical science and reading) are taught in such a way that students *experience* the application of theory, rather than being mere passive observers or listeners. Multiplication and division, for example, become more than procedures for working with number symbols. These operations are demonstrated in real "hands-on" tasks. The participation experience then becomes a point of reference which can be used over and over again in the classroom as a way to clarify other abstract concepts.

One infusion project designed by ELCEP staff is being used in the math curriculum to help develop an understanding of fraction concepts. Students tool and assemble a math game and through the operation obtain experience with fraction measurements and other math principles. The activity also provides experiences in assembly-line production with distinct divisions of labor and application of production terminology.

For this project, supply and work stations are set up in the classroom (in the future, the ELCEP mobile unit will be used for the assembly). In one area, dowels and pin bars are cut with hand saws. A sanding area is another work station and final assembly of the product takes place in a finishing area. All students in a classroom can participate since there are a variety of workers: material suppliers, layout designers, dowel and pin cutters, and assemblers.



In conjunction with a career-related reading program, kids learn about and "Meet the Fuzz."



Reversing the procedure, secondary students from the Career Center sometimes visit elementary students in their classrooms to help with projects. For example, building trade students have helped elementary youngsters construct a puppet theater, a bank teller's window and other items that are used for learning experiences. Biology students helped sixth graders disect a frog and secondary art students went into various grades to share their knowledge of art techniques. Such visits enhance the self-concepts of secondary students in that they can see their skills applied in a meaningful way; there is a give-and-take process that is beneficial to both secondary and elementary students.

Classroom visits by resource people from the community are helpful in career awareness activities, too, as are class field trips to industries and businesses. Youngsters conduct interviews to determine what skills are needed for jobs, whether the person happens to be a zoo keeper, custodian, manager of a turkey farm, professional writer, doctor, lawyer, merchant, or proverbial "butcher, baker, or candlestick maker."

Once the product is completed it remains in the classroom. Students and teacher can refer to it when working on measurements, fraction and decimal concepts, multiplication and division procedure. By reviewing the production steps, a teacher helps students understand math problems or abstract concepts similar to the reference experience.

Other academic skills are enhanced in projects such as publishing a 16-page tabloid in conjunction with the local newspaper, or visiting businesses and industries where workers apply specific "3-R" skills and concepts.

Field trips to the Elkhart Area Career Center have many advantages in terms of relating real world tasks to what one learns through books and written exercises. Teachers in middle and elementary schools bring classes in to the Center for such activities as preparing lunch in the Food Service Area (that includes a complete restaurant and snack shop); potting plants and learning about plant life in the Horticulture Area (complete with greenhouse); and handling welding equipment (under supervision) and watching operations in that technical area.

In career education jargon, "career awareness" has been relegated to the elementary level, while career exploration and career experiences are the middle school and high school functions respectively. However, learning the options that exist in the work world cuts across many levels of education and can continue through a person's lifetime. To support this idea and show the variety of choices a person can make when taking on adult responsibilities, some career education projects at the high school level are more comprehensive in nature—in fact are designed as full courses.

The ELCEP staff believes the "infusion method" is the best approach when teaching career education concepts in K-9 classes, however the infusion techniques are resisted at the secondary level. Thus, in the Elkhart district, career education in high school is better accomplished with separate courses. This is at least one way to attack the rigidity in curriculum requirements.

Two career education classes at the secondary level in Elkhart are titled "Business Writing" and "Career Literature," which are described in the student bulletin as two nine week courses in basic communication skills related to jobs, and literature which helps acquaint students with many career options.

"Exploratory Community Service" is another high school course with a more concentrated career focus. Patterned after exploratory teaching, the course requires a great deal of planning and follow-through on the part of the teacher and agencies in the community. It covers a full school year with students meeting in a regular class two hours daily, five days per week for six weeks, to study child development, teaching techniques and social agency options. Then each student is assigned to a particular community social agency, eventually gaining work experience with three different agencies during the year. Each student keeps a journal and records experiences, reactions, feelings and interviews that occur during the two-hour period spent at the agency each day.

To complete the course, every student must keep a daily log of hours on the job (signed by a supervisor and the student); adhere to general policies such as respecting confidentiality of agency business with clients and abiding by rules and regulations of the agency; be evaluated by an agency supervisor for attendance, punctuality, general attitude, quality of work, dependability, initiative, safety practices, and so on.

Many of the students involved in this course (or in an alternative course with fewer hours and less concentration), are considering the helping services as a career and/or have strong social concerns. The course helps young people make decisions about furthering their education in preparation for such work; helps develop skills useful on many types of jobs; and provides awareness of community needs.

One student working with the Youth Services Bureau, for example, said he learned of problems in the community that he did not know existed because of his "sheltered" background. Another young person was asked to serve on a YMCA Board after involvement with that agency in volunteer work required for the course. On the other hand, some students make decisions to aim for other types of work more suited to their qualifications or needs. As one student put it, "I wouldn't go through all that hassle for such low pay!"

"We Meet the Fuzz"

Primary Objectives:

1. To give a general introduction of police work in Elkhart.
2. To introduce students to compound words in the English language.

Vocabulary:

sergeant _____

_____

recruit _____

_____

watch _____

_____

visit _____

_____

group _____

_____

learn _____

_____

Sergeant Brewton visits our class at Pierre Moran. He tells us how young recruits learn to be policemen. We learn about the inside of the police station. It is on Franklin Street in Elkhart. The policemen should make us feel safe because they are watching over our city.

"Hi,kids!," says Sergeant Brewton. "I want to tell you how policemen help you and your city. I also have some filmstrips to show you."

Sergeant Brewton tells us that policemen watch over Elkhart in all kinds of weather. The police are watching day and night. When one group of policemen goes home, another group comes to work. These groups are called "watches."

Then Sergeant Brewton shows us his blue uniform. He tells us that policemen wear warmer uniforms in cold weather. They wear raincoats in rain and snow. Their uniforms are always neat and clean. Their buttons always shine.

Word Skill Exercise

When two words go together to form one word, that word becomes a **COMPOUND WORD.** Find five compound words in this story.

_____ _____ _____

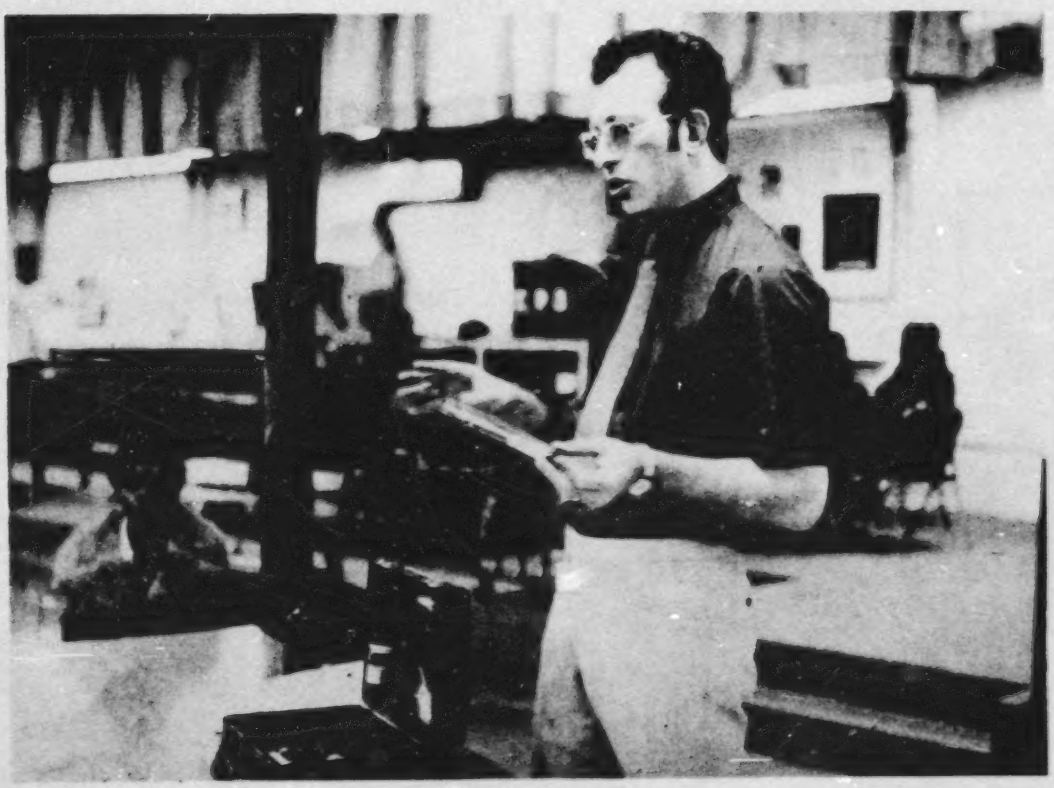
_____ _____

_____

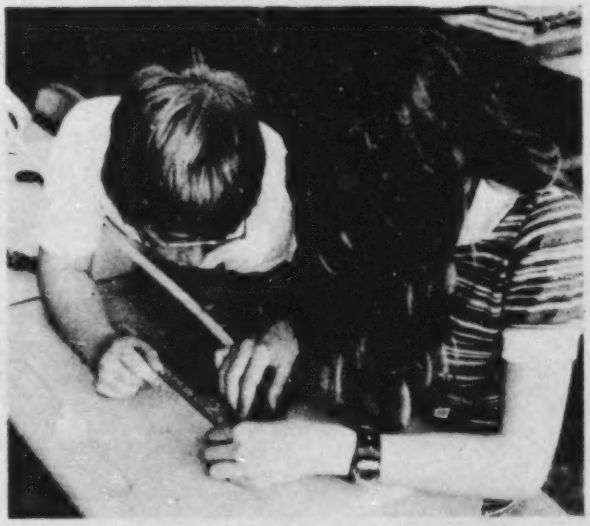
Comprehension Check

1. Sergeant Brewton is a _____
2. When a policeman is on duty, he wears a _____
3. A policeman's uniform must always be _____ and _____
4. A group of policemen is called a _____
5. The police station in Elkhart is on _____

One of the operations in police work is fingerprinting. An officer explains and lets eighth and ninth graders participate in this process–all part of a relevant, career oriented reading program that has helped kids improve their reading skills.



One infusion project designed by ELCEP staff is being used to help students develop an understanding of fraction concepts. Students tool and assemble a math game; these real "hands-on" tasks provide experience with fraction measurements and other math principles.



Whether "infusion projects" or comprehensive courses, a number of career education activities make use of films and published materials, and some commercially produced career education "packages" have become integral parts of the ELCEP program. The film series "Bread and Butterflies" mentioned in the previous section is used by teachers to expose students to concepts of planning and decision-making, to attitudes about others and how people view success.

Such personal skills carry over to academic work, and the films are used as a point of reference. For instance, a student may have trouble completing lessons and the film that depicts a planning situation can be cited to help the student see the importance of establishing priorities and organizing time.

"Career Corners" in libraries have been initiated by several school librarians to provide a variety of pamphlets, booklets, catalogs, etc., on occupations. These "Career Corners" then become resource areas for students involved in career education activities in the classroom.

Many ideas for career education projects come from Elkhart teachers and some specific activities are briefly described on the following pages in a "Potpourri of Projects."

Potpourri of Projects

TITLE: Banking
CLUSTER: Business-Office
SUBJECT: Arithmetic
GRADE: 4-6

GOAL: To relate math to everyday living.

BEHAVIORAL OBJECTIVE: Given a check book and a savings book, the child will be able to: Enter deposits and withdrawls so the checkbook is balanced; fill out checks and deposit slips accurately; and count total receipts and monies taken in to balance.

Discuss money as payment for work. Set up payment system in classroom using play money. (Can be for jobs done in classroom or work well done)

Show filmstrip 'My Mother Works in a Bank'

Each child has a savings book and checkbook.

Invite bank teller in to tell about his job and, also, show students how to write checks and balance books accurately.

Visit local bank. Interview various employees.

Interview sales clerk or cashier. Visit Distributive Ed class at Career Center - talk with students about training and skills needed. Work with high school students on cash register.

Look at displays in store windows for advertising techniques.

Set up white elephant store. Two students each week are taught to run the store. Using receipts purchased in any department store, the 'clerks' keep track of purchases. At the end of each day, the total of the receipts must balance with the amount of money received. Students are also responsible for keeping adequate supply of items available.

Each week, 2 students will play role of banker. As banker, students will enter deposits and withdrawals for checking and savings accounts using an adding machine.

EVALUATION CHECKLIST:

___ The child can make change
___ The child can make out a receipt using a ____.
___ The child counts all money and balances against sales total
___ The child checks each item before he purchases it
___ The child fills out check accurately
___ The child balances own chenkbook
___ The child is courteous

TITLE: Radio & TV
CLUSTER: Communications and Media
SUBJECT: Language Arts
GRADE: 4-6

GOAL: The students will study 'acting' and explore it as a means of entertaining and conveying messages. The students will explore various phases of radio and television programming and the various careers involved.

BEHAVIORAL OBJECTIVE: Students will play the role of actors and actresses. They will write plays and act out their own writings and those of their friends.

Children will write commercials and place them in their radio and television programming.

Show film: The Kingdom of Could Be You - Communications and Media.

Discuss the various ways to communicate.

Using the text plus research materials in presenting the basic skills in connection with script writing, joke writing, and commercials.

Research by the students as to the various careers that relate to these skills, such as TV writers, radio script writers, salesmen, etc.

Interview persons connected with the field of broadcasting.

Have small groups of 4 or 5 working with one another on diction, phrasing, and volume.

Visit the Bristol Opera House and interview the house manager.

Invite members of the Town Theatre to talk about acting.

Ask the Town Theatre group to criticize impromptu skits.

Interview the Town Theatre group by holding a press conference with them (ask such questions as 'What requirements are needed?' 'Possibility of acting as a career?')

Discuss shows on TV (situations found in weekly shows.)

Have children break into groups of four and practice a short commercial or program from their English book.

Tape and listen to these. Then discuss improvements.

The groups then make up, practice and record their own commercials.

Checklist to evaluate commercials:

Name of product
Number of times you name product
Description
Price (optional)
Rhyme (optional)
Where to get the product (optional)
Why is the product a good thing to buy.

Take field trip to the local television or radio studio.

Committees will be set up to interview various employees, announcer, secretary, performer, cameraman, engineer and salesman at the television studio or log secretary, commercial writers, salesman, technicians, announcers, bookkeeper, or receptionist at the radio station.

Sometimes students from the Elkhart Area Career Center go to elementary schools where they help with career education projects in the classroom. Here a building trade student shows how to build a "teller's window" for a banking activity that will develop math skills.

Prepare a 'short' evening of TV viewing. Write a one-act play with several commercials included, followed by a school newscast. Video-tape entire performance.

Set up a simulated radio studio in the classroom organized and run by students who are operating in groups which represent the various departments of a reido station. Tape a mock radio program.

EVALUATION MEASURE: Students will make up a list of important skills needed in a total production. They will evaluate themselves on the skills when they watch video-tape or audio tape (examples: Speaking distinctly, speaking loud enough, using good English.)

SUGGESTIONS FOR INTERVIEWING A RESOURCE PERSON

POSSIBLE TOPICS FOR DISCUSSION IN AN INTERVIEW:

A. WHAT KINDS OF THINGS THIS PERSON DOES AT WORK.
B. WHAT KINDS OF TRAINING SKILLS, ABILITIES OR SCHOOL SUBJECTS ARE HELPFUL IN HIS WORK.
C. HOW HE GOT INTO HIS JOB.
D. WHAT, IF ANY, RETRAINING OR UPDATING OF SKILLS IS NECESSARY IN HIS JOB.
E. HIS FEELING AS TO WHETHER HIS JOB IS IMPORTANT TO THE EMPLOYER AND/OR SOCIETY.
F. LIKE HIS JOB AND WHY.
G. DISADVANTAGES OF HIS JOB.
H. AFFECT OF HIS JOB ON HIS LIFESTYLE (FAMILY LIFE, LEISURE TIME, COMMUNITY INVOLVEMENT, SOCIAL LIFE, ETC.)
I. FUTURE CAREER GOALS AND PLANS.

TEACHERS SHOULD WORK WITH STUDENTS ON INTERVIEWING TECHNIQUES. DO STUDENTS DISPLAY THESE INTERVIEWING TECHNIQUES:

A. INTERVIEWERS ALLOW THE WORKER TO TALK.
B. INTERVIEWERS CAUSE THE WORKER TO "CLOSE UP" AND FEEL THREATENED.
C. INTERVIEWERS' RESPONSES FOLLOW LOGICALLY FROM WORKER's STATEMENTS.
D. INTERVIEWERS' QUESTIONS ELICIT ONE-WORD AND SHORT RESPONSES RATHER THAN DISCUSSION FROM THE WORKER.

TEACHERS SHOULD HELP STUDENTS GET AT THE <u>THOUGHTS</u> AND <u>FEELINGS</u> THE WORKER HAS ABOUT HIS JOB.

AFTER THE INTERVIEWING EXPERIENCE CAN THE STUDENT ANSWER THIS QUESTION, "HOW DO YOU THINK THE WORKER FELT ABOUT HIS JOB?"

FIELD TRIP CHECK LIST

IN ADDITION TO ASKING QUESTIONS ABOUT:

PRODUCTS OR SERVICES
THE NUMBER OF EMPLOYEES AND THEIR WAGES SCALES
THE TOOLS AND EQUIPMENT USED

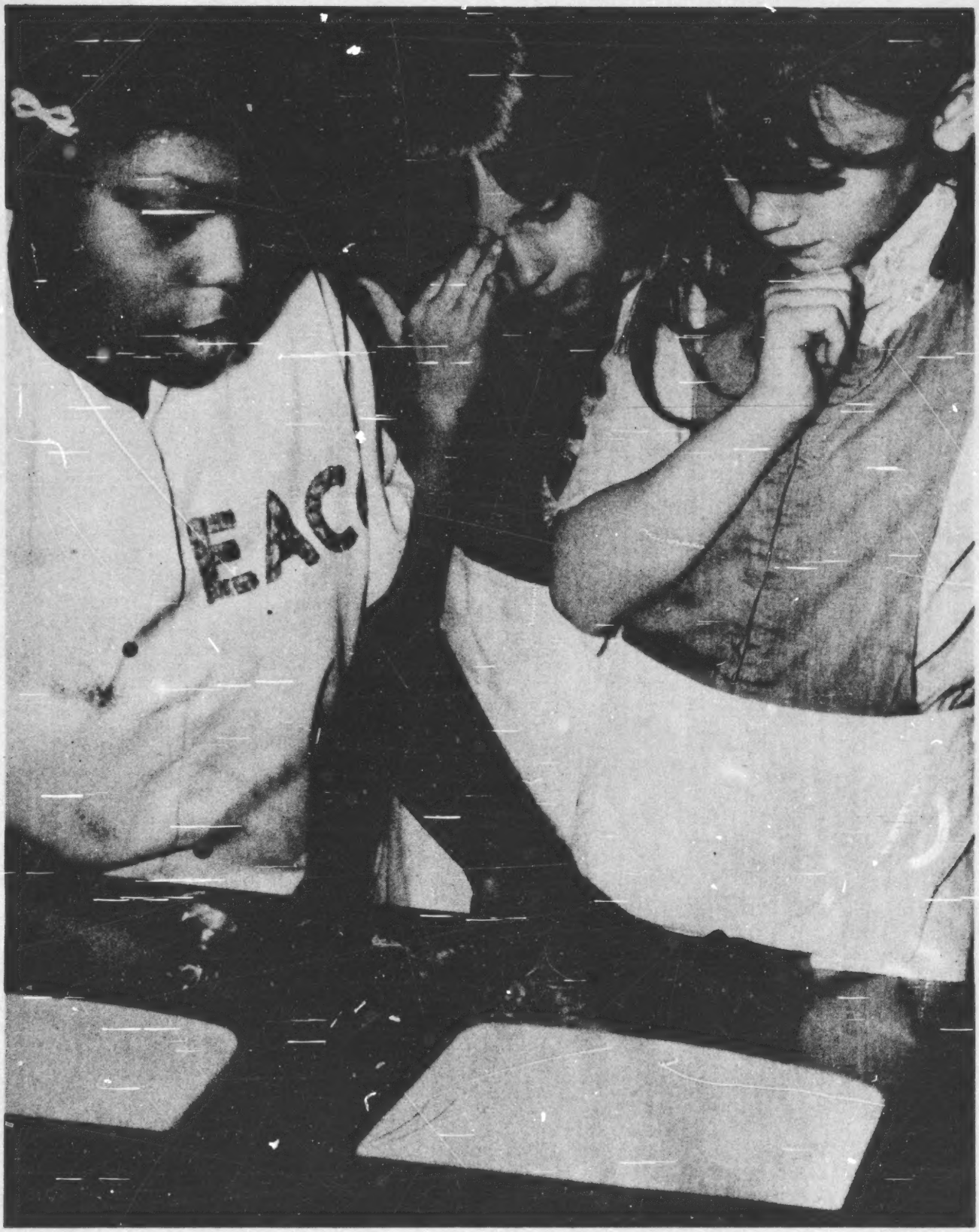
YOU CAN ENCOURAGE YOUR STUDENTS TO FIND OUT ABOUT:

TRAINING NECESSARY FOR VARIOUS JOBS AND/OR COMPANY ADVANCEMENT POLICIES
FRINGE BENEFITS AND EQUAL OPPORTUNITY EMPLOYMENT PRACTICES
WHAT SEEMS TO BE THE LABOR-MANAGEMENT RELATIONSHIP
THE KINDS OF FEELINGS EXPRESSED ABOUT CO-WORKERS AND THE COMPANY
HOW WORKERS AT EACH LEVEL FEEL ABOUT THE IMPORTANCE OF THEIR JOBS
AT EACH LEVEL HOW THE LIVES OF THE WORKERS ARE AFFECTED BY THEIR JOBS.

THREE GENERAL KINDS OF QUESTIONS THAT MIGHT BE ASKED ARE:

THOSE DEALING WITH FACTS AS THEY RELATE TO THE JOB
THOSE DEALING WITH COMPANY POLICIES AND PRACTICES THAT AFFECT THE WORKER
THOSE DEALING WITH THE WORKER'S FEELINGS AND LIFESTYLE

Learning About
Careers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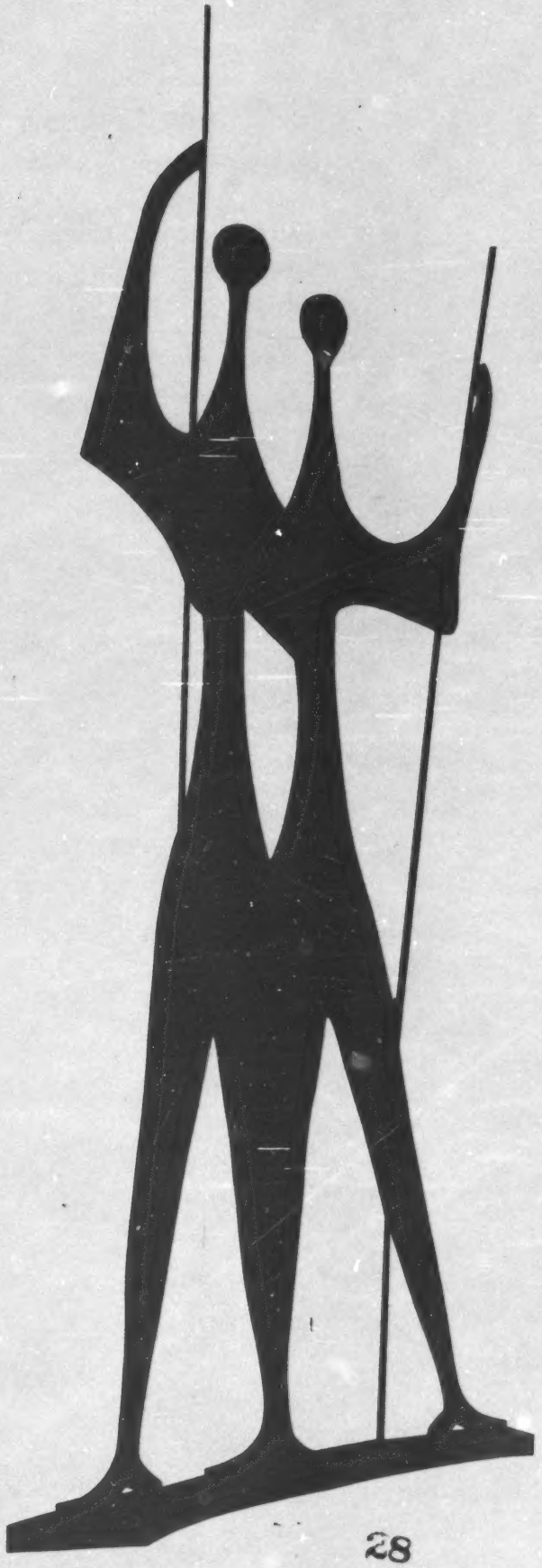

These and other reforms would be expensive to achieve on a national scale and there are few who would argue this point. Yet, the alternatives are continual public support, through tax dollars, of remedial programs and separate educational systems that fulfill the needs of tomorrow's citizens. Hoyt admonishes:

"It is time that our formal educational system joins forces with all other segments of the total society, including both community service agencies and the business-industry-labor community, in a comprehensive effort to meet the varied and continuing educational needs of both youth and adults. Rather than complain about or compete with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

"Unless these kinds of long-range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered."

What's in the Future?

Change. Drastic change—at least that's the prediction of those who would like to see major reforms in American Education. Kenneth Hoyt, through the Office of Career Education, advocates basic policy changes which he admits would be subject to much study and debate and would have to be accepted by the public before they could be initiated. The changes championed by the Career Education Director were outlined in the department's recent policy paper and a few are highlighted:

- Increase the number and variety of course options at the secondary level, with less emphasis on divisions such as college preparatory, vocational and general education.
- Increase the quantity, quality, and variety of vocational and occupational education offerings at the secondary and post secondary levels.
- Use performance evaluation as an alternative to the traditional time requirements of the Carnegie unit to assess and certify educational accomplishment.
- Create a system whereby students can combine school with work, moving in and out of the educational system according to needs and motivations.
- Overhaul teacher education programs to incorporate career education concepts, and allow more flexibility in the classroom so that teachers can choose strategies and devise methods and materials which *they* determine will affect pupil achievement.

In Elkhart, Indiana, the career education program is committed to these tasks for the future:

To encourage further development of comprehensive career education courses at the high school level.

To continue the graduate courses in career education in conjunction with the Indiana University, South Bend, Indiana campus.

To provide consultant and coordinating services for elementary career education under sponsorship of the local district.

To continue use of the Elkhart Area Career Center for "career awareness" and "career sampling" activities.

To continue efforts to develop mass media (radio and television) dissemination of career education information and ideas.

To continue development of "infusion" projects/activities, especially in the area of career-related math materials.

To provide information and consultation services for other school districts beginning career education work.

Finally, the ELCEP position for the future might best be stated in the words of James A. Rhodes, former Governor of Ohio and now Chairman of the National Advisory Council on Vocational Education, when he said: "We must stop talking about change and start changing. We must come to understand the processes which permit us to resist the kind of changes we know are absolutely essential. We must somehow repeal irrelevance in American education. We believe the concept of career education will move us toward that urgent enterprise."

Elkhart Community Schools

EDUCATIONAL SERVICES CENTER
2720 CALIFORNIA ROAD
ELKHART, INDIANA 46514

April 4, 1975

Dr. Harold Negley
State Superintendent
Indiana Dept. of Public Instruction
Indianapolis, IN 46204

Dear Dr. Negley:

For the past two and one-half years, the Elkhart Community Schools has participated in the development of a career education program for Grades K-12 as a result of funding through the Indiana Department of Public Instruction. At the conclusion of each year, a summary report has been made to the Board of School Trustees and the community. It has continually been well accepted by both the Board members and the community.

The administration and teaching staff, under excellent leadership from the project team (Mr. Richard Morrison, Mrs. Carol Wiegner, and Mr. Ted Jackson) and the personnel from the Department of Public Instruction, have been very pleased with the integration of career education concepts into the total learning process. Not only has the project provided greater career awareness in Grades K-12, it has assisted in developing many excellent teaching techniques within the staff. In spite of ever diminishing revenues, the administration has been considering as a high priority the further implementation of the career education program within the Elkhart Community Schools through local resources.

I strongly endorse efforts of the Indiana Department of Public Instruction to develop career awareness programs in the schools of Indiana. I am sure that educators from other school corporations could readily assimilate much of the Elkhart Career Education Program into their classrooms if opportunities could be made available to them for our trained personnel to host visitations, provide consultation, conduct workshops and provide duplicated materials. The Elkhart Community Schools stands committed and ready to assist in the future development and dissemination of career education into the curriculum of any school corporation and would be happy to cooperate with the Department of Public Instruction in any way to bring this about.

Sincerely,

ELKHART COMMUNITY SCHOOLS

Richard D. Miller

Richard D. Miller
Superintendent

RDM:bp

Typesetting and printing courtesy Janis Hadley, Graphic Arts Department, Elkhart Area Career Center, under the direction of Herbert C. Ulery. Photography courtesy Cindy Myers, Photography Class, EACC, under the direction of David W. Yoder, and photos by South Bend Tribune, Elkhart Truth, and Douglas Gay.